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ABSTRACT

This report on the NCERD/Teacher Corps competency-based teacher education project (CBTE) is an assessment of the extent to which the project's objectives were realized. Two methods of inquiry were employed. The principal method of inquiry was interviewing key participants on the Teacher Corps program. The secondary method employed was a review and analysis of project records, proposals, memoranda, and reports. The project's principal goals and progress toward those goals were assessed as follows: the goal of project clarification was fully realized by July 1971; the goals of CBTE program implementation was fully realized in the San Francisco State College Teacher Corps Cycle 5 as of August 1971; and the goal of collaboration in project operations was fully realized after appropriate revisions in the decision making process were made. It was recommended that future CBTE projects of this type be funded on a fee per student successfully trained basis. (Related document is SP 005 814.) (Author/MJM)

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**EVALUATION OF NATIONAL CENTER FOR EDUCATIONAL
RESEARCH AND DEVELOPMENT/TEACHER CORPS
COMPETENCY-BASED EDUCATION DEVELOPMENT PROJECT**

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**U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE**

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I. SUMMARY

This report on the NCERD/Teacher Corps competency-based teacher education (CBTE) project is an assessment of the extent to which the project's basic objectives were successfully realized. This project was conducted as a training component in a teaching-internship program. Accordingly, this evaluation is primarily concerned with the project's impact on the interns, and the teaching skills acquired by the interns as a result of their participation in the project.

Two methods of inquiry were employed. The principal method of inquiry was interviewing key participants in the Teacher Corps program. The secondary method employed was a review and analysis of project records, proposals, memoranda, and reports.

The project's principal goals, and progress toward those goals, was assessed as follows: The goal of project clarification was fully realized by July, 1971. The goal of CBTE program implementation was fully realized in the San Francisco State College Teacher Corps Cycle 5 as of August, 1971. The goal of collaboration in project operations was fully realized after appropriate revisions in the decision-making process were made.

It is recommended that future CBTE projects are organized to include a viable student selection procedure. It is also recommended that future contracts or grants for CBTE projects of this type be funded on a fee-per-student-successfully-trained basis.

II. BACKGROUND

The proposal for this competency-based teacher training project listed six purposes and procedures which were to guide the project's development and operation. They were as follows:

1. To clarify and elaborate the established objectives of the San Francisco State College-San Francisco Unified School District Cycle 5 (1970-72) Teacher Corps program with emphasis on behavioral statements.
2. To review, select, implement and evaluate the effectiveness of available competency-based teacher-education program components with priority emphasis on components developed in the NCERD Model Teacher Education Project.
3. To develop, implement, and evaluate the effectiveness of competency-based program components with the participation of project staff, team leaders, and interns.
4. To develop and utilize program and intern feedback and evaluation systems.

5. To collaborate with NCERD/TC National Coordinator in the planning of evaluation design and analysis.
6. To collaborate with the Elementary Education Department, other academic divisions, and private educational development groups to develop competency-based teacher education programs.

The project proposal listed specific objectives of intern training. They included intern acquisition of the following knowledge, skills, or abilities:

1. To learn ten or more specific skills that will increase their effectiveness in teaching children from low-income families.
2. To identify or develop a variety of relevant learning experiences for children in the project schools in which the interns will teach.
3. To successfully demonstrate teaching ability.
4. To become aware of how changes in the present system can be brought about through a positive commitment to constructive change.
5. To familiarize interns with the SFUSD's policies relative to attendance, hours, discipline, personnel philosophy, rules, regulations, and requirements; also familiarization with SFUSD's "equality-quality" master plan.

The specific steps for implementation of the project were set forth in particularity in an "outline of planned development and implementation procedures" which covered intern preservice and inservice training and evaluation activities. Following is an assessment of the extent to which the general project goals and the specific teacher education goals were successfully realized.

III. METHOD

Two methods of inquiry were employed. The principal method of inquiry was interviewing key program participants. These included interns, an intern representative, a community representative, and the Teacher Corps Director. The judgments of these interviewees was sought as to the extent to which the above-listed goals were realized.

The secondary method of inquiry was a review and analysis of project objectives, and progress toward those objectives as evidenced in project proposals, schedules, memoranda, and periodic evaluations.

IV. FINDINGS

Goal: Project clarification. Results: On the basis of intern interviews and the project's Interim Report dated June 18, 1971, it is apparent that there was a considerable absence of clarity with respect to the project's overall goals, and in terms of internal structure and direction in the project's initial phase. Much of the confusion was resolved by internal structural and procedural revisions mentioned in the Interim Report. Remaining ambiguities or problems were resolved by subsequent revisions in the Teacher Corps' structure and operation.

Goal: CBTE Component Implementation. Results: The initial presentation of CBTE was not well received by a majority of the interns. A main objection to the initial phase of the project was that the substance and aims of the training was not clear and agreed upon, but that training tasks were nonetheless scheduled and conducted as though things were clear.

Another objection to the project at its outset was that the interns were being trained to be innovative and effective teachers in urban schools. Yet, ironically, they found themselves to be in a traditional mode of learning as participants in the CBTE project which was teacher-centered, apparently preoccupied with "method," and generally not responsive to educational status, needs, and interests of the individual interns.

This situation was partly resolved by a reorganization of the project into a modular instruction development effort. Both the staff and teams of interns developed instructional clusters. It was reported that students on intern cluster development teams devised and implemented successful and highly creative clusters.

At this time the modular approach to curriculum and instruction is not generally followed due to the predominantly negative experience interns encountered with that approach. The modular approach has been replaced with another CBTE option consisting of a 15-unit block schedule under which a variety of individual intern educational and training needs are specified and pursued as an express matter of contract.

Goal: Collaborative Planning and Evaluation. Results: It was generally reported that intern feedback was effectively included into the decision-making process after a representative of the interns began attending the project staff meetings on a regular basis.

Goal: CBTE Program Development. Results: Far West Laboratories made a presentation of their CBTE materials and educational services to the interns. A schedule of mini-courses geared to develop specific teaching skills within a specified time period was offered to the interns. Teams of interns were given the option of signing up for the courses. There is no record or indication of the number of interns who actually took the mini-courses.

Goal: Intern Acquisition of Ten Specific Skills. Results: This project's proposal listed in general terms several objectives concerned with improving teaching skills and abilities. There is, however, no list of "ten or more specific skills." Nonetheless, it was generally reported that many interns did acquire new skills and/or improved existing skills pertinent to teaching in the course of their 1970-71 year as a Teacher Corps Intern. The skills acquired or improved varied among the interns. Some interns acquired basic skills, such as learning to work effectively in a team-teaching situation, learning how to organize teaching activities for urban school children, and learning how to work effectively with the great diversity of individuals and their respective educational needs which are present in the urban classroom. Other interns acquired special skills in the areas of administration, program planning, and program finance as a result of their participating in various Teacher Corps projects, committees, and background organizing tasks.

Goal: Development of Relevant Learning Experiences. Results: It was generally reported that many interns were successful in their efforts to devise relevant and effective educational experiences for the children they were assigned to work with. It was not possible to determine the extent, if any, to which intern training in this CBTE project facilitated or otherwise contributed to the interns' ability to develop relevant learning experiences for the children. This important question could be answered most reliably by experimental study wherein one group of interns which has received CBTE is compared for teaching effectiveness with a control group of interns which does not receive such training.

Goal: Demonstration of Successful Teaching. Results: At the conclusion of the first year of the two-year Cycle 5, all but a few of the thirty-nine interns successfully demonstrated teaching ability as determined by the intern evaluation criteria and procedures. Again, it is difficult to determine with confidence the extent to which the CBTE project contributed to these results as compared with other factors present in the Teacher Corps.

Goal: Intern Orientation to School District Policy. Results: It was generally reported that orientation to the educational, administrative, and personnel policies of the district was satisfactory for the needs of the interns. However, orientation to the district's "equality-quality" master plan did not create a confident view of that plan. This was principally due to the fact that widespread public resistance to the plan has been demonstrated around the issue of "bussing."

V. RECOMMENDATIONS

It is recommended that future CBTE projects of this type be required to implement a viable student selection process.

It is recommended that future contracts or grants for CBTE projects of this type be funded on a fee-per-student-successfully-trained basis.